DOCUMENT RESUME

ED 157 437 HE 010 260

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TITLE The Design of a Doctorate in Business Administration Based on the Expressed Needs of Business Educators and Practitioners.
PUB DATE 2 Jun 78
NOTE 117p.; Paper presented in partial fulfillment of the requirements for the doctor of philosophy degree, California National Open University

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Business Education; *Curriculum Development; Data Collection; *Doctoral Programs; Higher Education; *Management Education; Models; *Program Development; Surveys; Tables (Data)

ABSTRACT

This dissertation, which is divided into five chapters, is concerned with presenting a curriculum model for the teaching of business management on the doctoral level. Its purpose is to design a study program leading to a Doctor of Business Administration (DBA) degree based on the expressed needs of the members of the American Assembly of Collegiate Schools of Business (AACSB). Following an introduction to the research (Chapter I), Chapter II presents a review of studies on: curriculum models for the AACSB, designing a doctoral degree program, evaluating doctoral programs at educational institutions, curriculum development, and nontraditional education. The general procedures used in collecting the research data are reported in Chapter III, which describes the study questions, identifies the sample selected, discusses the research procedures for administering the questionnaire, and gives the number of responses and nonresponses. Chapter IV provides the findings of the study and includes a description of the study data and the practical application of the findings. Presentation of the data appears in both narrative and tabular forms. (Author)

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The Design of a Doctorate in Business Administration Based on the Expressed Needs of Business Educators and Practitioners

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Doctor of Philosophy, June 1978
Business Management
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ABSTRACT

The Design of a Doctorate in Business Administration Based on the Expressed Needs of Business Educators and Practitioners

Ivan Trotsky, Doctor of Philosophy, 1978
California National Open University

Director: Dr. Andrew G. Nelson, Jr.
Chairman and Assistant Professor
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Statement

This dissertation seeks to present a curriculum model for the teaching of business management on the doctoral level. The purpose of this study was to design a program leading to a Doctor of Business Administration (D.B.A.) degree based on the expressed needs of business educators and practitioners who were member representatives of the American Assembly of Collegiate Schools of Business (AACSB).

Procedures

The population sample consisted of 269 AACSB member representatives from educational, business/professional, and governmental institutions. All the representatives were listed in the 1977-78 AACSB membership directory.

Questionnaires were submitted to the representatives by mail. It included questions on the representatives' background, their opinions on doctoral requirements, and the degree of relevance of selected subject matter areas to the representatives as they function in their present positions. With an initial and follow-up mailing, there were 120 responses (45 percent) which were considered as usable returns. The respondents were employed from 72 public educational institutions, 24 private educational institutions, 21 business/professional institutions, and 3 governmental institutions.

Results

Analysis of the study data revealed the following findings:

1. The average age of the respondents was approximately 46.7 years.

2. Most of the respondents (80 percent) were from public and private educational institutions.

3. Most of the respondents (73 percent) had Ph.D. degrees.

4. The average number of years since the respondents earned their highest degree was approximately 14.4 years.

5. A majority of the respondents (53 percent) felt that ninety graduate semester hours above the bachelor's degree should be required at the doctoral level.

6. Most of the respondents (75 percent) wanted no credit given for life and/or work experience at the doctoral level.

7. More than three-sevenths of the respondents

(45 percent) felt that thirty graduate semester hours of residency study should be required at the doctoral level.

8. More than three-eights of the respondents (38 percent) wanted twelve graduate semester hours credit given for the doctoral dissertation.

9. A majority of the respondents (59 percent) favored three members on the doctoral dissertation committee.

10. More than three-eighths of the respondents (38 percent) felt that a simple majority vote should be required by the doctoral dissertation committee to grant a degree.

Conclusions

The following conclusions were drawn:

1. Advanced Administrative Management, Organizational Behavior and Change, and Managerial Accounting were rated the three highest subject matter areas, respectively. Health Care Financing was rated the lowest subject matter area.

2. Automatic Data Processing, Quantitative Methods, and Management were rated the three highest functional/tool areas, respectively. Marketing was rated the lowest functional/tool area.

3. Twenty-four subject matter areas were considered the most relevant for a D.B.A. degree program: a. accounting (contemporary accounting theory, managerial accounting); b. economics (business conditions analysis, managerial economics); c. finance (financial administration of the firm, financial management, planning, programing and budgeting systems); d. management (advanced administrative management, manpower management, organizational behavior and change, work motivation and performance); e. marketing (managerial marketing); f. quantitative methods (advanced quantitative methods, business research methodology, statistical decision-making); g. automatic data processing (computer systems, management information systems); h. government (business and public policy); i. law (legal environment of business); j. miscellaneous business (business policy, D.B.A. seminar, oral communication for business administrators); and k.other (business ethics, decision theory).

THE DESIGN OF A DOCTORATE IN BUSINESS ADMINISTRATION BASED ON THE EXPRESSED NEEDS OF BUSINESS EDUCATORS AND PRACTITIONERS

by
Ivan Trotsky

Dissertation submitted to the Faculty of the Graduate School of the California National Open University in partial fulfillment of the requirements for the degree of Doctor of Philosophy
June 1978

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CHAPTER I

INTRODUCTION

Purpose

This study is concerned with presenting a curriculum model for the teaching of business management on the doctoral level. Its purpose is to design a study program leading to a Doctor of Business Administration (D.B.A.) degree based on the expressed needs of the members of the American Assembly of Collegiate Schools of Business (AACSB).

Need

A great need for this study was based on the fact that currently there is no doctoral program in business management in the United States based on the expressed needs of the AACSB, which is the sole accrediting agency for undergraduate and graduate degree programs in business and management. This type of research will give guidance to the various educational institutions in planning and developing programs suited to the contemporary needs of the business society.

Limitations

The research study was limited to an attempt to develop a curriculum design for a doctoral program in busi-

ness management. The study identified (1) the opinions on doctoral requirements (graduate semester hours, work/life experience, residency study, dissertation credit, committee membership, voting requirement); (2) the degree of relevance of fifty-five selected subject matter areas; and (3) the listing of other subject matter areas which would be extremely relevant to the business educators and practitioners as they function in their present positions.

Definition of Terms

Expressed Needs. For the purpose of this study, "expressed needs" were used to mean the educational experiences which business educators and practitioners should have in a doctoral program in order to more effectively perform their functions. "Expressed needs" were determined by having the business educators and practitioners rate the relevance of selected subject-matter areas in fulfilling their daily job responsibilities.

Business Educators. This term describes a person who usually has an earned doctorate in the business field. He is generally the Dean of the Graduate School of Business and the AACSB representative of his college or university.

Business Practitioners. This term describes a person who is the AACSB representative of his business, profes-

sional, or government institution. He usually has an earned degree below the doctoral level, but has years of practical experience. He is usually the chief personnel officer or a high-level administrative officer.

Doctor of Business Administration (D.B.A.). This term refers to the highest business degree on the graduate level. Currently, twenty Graduate Schools of Business offer the D.B.A. degree in the United States. See Appendix B.

Doctoral Program. For the purpose of this study, a D.B.A. doctoral program is a program designed to provide a general study of six or seven functional and tool areas of business such as accounting, economics, finance, management, marketing, quantitative methods, etc. No foreign languages are required. A comprehensive examination, dissertation and defense of the dissertation are also required. The program emphasizes preparation for (1) teaching, and for (2) research and staff positions in business, government and the professional organizations. The D.B.A. degree usually requires three or four years of full-time study (more if done on a part-time basis) beyond the bachelor's degree. Most schools require a year in residence on campus.

American Assembly of Collegiate Schools of Business (AACSB). This organization, established in 1916,

is devoted to higher education for business and management. Membership in the Assembly has grown to include business, government, professional organizations, domestic and international educational institutions. The AACSB seeks to improve and promote higher education for business and works to solve problems of mutual concern. By its accrediting function, the AACSB provides guidelines to educational institutions in program resource and faculty planning. See Appendices C, D, and E.

A.A.C.S.B. Accreditation Council. This Council, formed in 1972 as a division of the AACSB, is composed of collegiate institutions offering baccalaureate and/or masters programs that are accredited by the Council. The Accreditation Council has sole jurisdiction over accreditation standards, procedures, admission of institutions to membership in the Accreditation Council, the probation or suspension of accreditation, and all other matters pertaining to accreditation. The AACSB Accreditation Council is recognized by the Council on Postsecondary Accreditation (COPA) and by the U.S. Office of Education, Department of Health, Education, and Welfare (HEW), as the sole accrediting agency for bachelors and masters programs in business and management. See Appendix C.

Admission Council for Graduate Study in Management. The Admission Council consists of 48 graduate schools of

management that sponsor the Graduate Management Admission Test (GMAT). As a service and professional organization, the Council (1) provides information to schools and students by which both can make more reasoned choices in the admissions process; (2) disseminates information to various publics concerned with graduate management education; and (3) serves as a forum for interchange among those who share a common interest in education for management. See Appendix F.

Organization of Chapters

The organization of this study is divided into five chapters.

Chapter I starts with an introduction to the research. It includes the purpose, need, limitations, definition of terms, and organization of chapters.

Chapter II presents the review of related literature. It includes a review of studies on curriculum models for the AACSB, on designing a doctoral degree program, on evaluating doctoral programs at educational institutions, on curriculum development, and on nontraditional education.

Chapter III reports the general procedures in collecting the research data. It describes the study questionnaire, identifies the sample selected, discusses the

research procedures for administering the questionnaire, and gives the number of responses and nonresponses.

Chapter IV provides the findings of the study. It includes a description of the study data and the practical application of the findings. Presentation of the data appears in both narrative and tabular forms.

Chapter V gives the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

A search of the literature on business management curriculum revealed no research studies pertaining to the design of a DBA degree. However, some related studies have been made, such as several published professional writings and also several doctoral dissertations. This includes a review of (1) studies on curriculum models for the AACSB, (2) studies on designing a doctoral degree, (3) studies on evaluating programs at educational institutions, (4) curriculum development, and (5) nontraditional education.

Curriculum Models for the AACSB

The Robb Study[1]

In 1962 Robb performed a study to determine an optimal model of curriculum in production management in collegiate schools of business. Questionnaires were sent to three different groups. The first group consisted of 162 selected

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[1]S.W. Robb, "Models of Curricula for Programs in Production Management in Collegiate Schools of Business" (Ph.D. dissertation, University of Texas, Austin, 1962), 382 pp.

production management graduates of twenty-four collegiate schools of business who were known to be employed in production management. The sixty-two questionnaire returns from this group were used to develop a curriculum model in production management.

A second group of four hundred industrial production managers, had seventy-six usable responses to determine a second curriculum model in production management for undergraduate students. A third group of ninety-four professors of production management at selected undergraduate schools of business administration, had sixty-two responses to develop a third curriculum model for undergraduate students.

No important variations were found in the three curriculum models derived from the two hundred questionnaires. An optimal curriculum model was developed which represents the combined opinions of the three groups of respondents:

1. A combined business administration engineering plan of study.
2. A four-year (eight-semester) curriculum.
3. A curriculum in which the course work is directed at the operative levels as well as the middle and top managerial positions in production management.
4. A curriculum which includes course work in nineteen fields of study, with concentration of courses in business administration, engineering, mathematics, the physical and behavior sciences, and selected liberal arts areas.

The Luchsinger Study[2]

Luchsinger completed a study in 1968 to determine to what extent retailing courses are offered in business schools, to determine the weaknesses and strengths of the undergraduate retailing programs, and to discover what significant trends are in retailing for the future.

Questionnaires were sent to the American Association of Collegiate Schools of Business (AACSB) and to the American Collegiate Retailing Association (ACRA) members. They were selected because of their influence in curriculum opinions and decisions in collegiate business education. The responses were analyzed by regions to determine differences in geographic variation.

The conclusions of Luchsinger's study were as follows:

1. Schools of business are becoming more aware that curriculum study and appraisal are necessary for effective school of business growth. The study of curriculum heeds both the needs of the business community and the leadership role of the business school.

2. Most collegiate schools of business offer one or more courses in retailing, considering retailing to be an important and necessary part of the marketing program.

3. Retailing courses taught in business schools are becoming managerially oriented. The managerial orientation is especially dedicated to objective and goal setting, resource allocation, strategy and control.

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[2]L.L. Luchsinger, "An Analysis of Retailing Education in Collegiate Schools of Business" (D.B.A. dissertation, Texas Technological College, Lubbock, 1968), 164 pp.

4. The retailing field is becoming more complex and requires more preparation, whether in the firm or in collegiate business education for retailing is indicated.

5. As a profession, the retailing profession needs to be promoted. Retailing educators need to re-assess the strengthening ties of retailing with marketing and the retailing industry.

6. Retailing education in business schools must be upgraded so that better prediction of future trends and activities will be possible. Retailing educators must emphasize the scientific aspects of retailing in the future.

The Buckenmyer Study[3]

The purpose of Buckenmyer's study was to ascertain the present usage and future potential of programed instruction in schools of business. Administrators and faculty users were surveyed. The survey showed 32 percent of the respondents were using programed instruction. This was 19 percent of all the schools. Some school administrators indicated plans to use programed instruction.

Accounting, computer science, mathematics and statistics constituted 50 percent of the courses taught with programs. Programs were used extensively in economics, finance, management and marketing courses (36 percent of 154 courses). Of the faculty users respondents, [illegible] percent indicated programs were used to teach definitions and con-

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[3]James Albert Buckenmyer, "The Applicability and Potential of Programed Instruction in the Curriculum of Collegiate Schools of Business" (D.B.A. dissertation, Washington University, St. Louis, 1970), 264 pp.

cepts and 32 percent used programs as the main source of material (primary text).

An experimental group of three Principles of Management classes was exposed to programed instruction. Each class had four approaches to teaching: programs with lectures; programs as homework, no lectures; programs in class, no lectures; and the control group, no programs, conventional instruction. All types of instruction were rotated among the three classes in a balanced, incomplete block design.

Both objective and essay examination scores were tested for differences. The objective and essay examination scores for programs with lecture were better than all other types of instruction. The conventional instruction objective and essay examination scores were lower than all other objective and essay examination scores. Thus, programs with lecture-discussion was a preferred method of utilizing programs in a conceptual type business course.

In an attitude questionnaire from the experimental group, the students indicated they learned more, more quickly and with less difficulty with programs than with ordinary learning. Eighty-seven percent of the students rated their attitude toward program instruction in the top

two of six categories. Many students (45 percent) believe programs should replace the text in basic conceptual courses.

Summarily, programs with lecture-discussion were demonstrated to be superior to the other three types of instruction on both objective and essay examinations and the students felt this was a superior type of instruction for basic courses. It appears that lecture-discussion improves student performance on essay examinations, either with or without programs. Thus, programs can be used to teach basic conceptual business courses and should receive wider consideration for specialized usage in business schools.

Designing a Doctoral Degree Program

The Berelson Study[4]

Berelson made an investigation on the history of graudate education in the United States. Procedures used included a review of the historical and current literature on United States graduate education, data collection through five sets of questionnaires submitted to ninety-two graduate deans, a sample of all graduate faculty members and all recent doctoral holders, presidents of all liberal arts and teachers colleges, and all industrial firms employing over one hundred professional and technical personnel.

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[4]Bernard Berelson, Graduate Education in the United States (New York: McGraw-Hill Book Co., 1960), 346 pp.

Some relevant points are summarized as follows:

1. The norm for completing the doctorate should be enforced by the university to require no more than a little over three calendar years.

2. The dissertation should be shortened in length to a median of about one hundred pages, to allow concentration on quality.

3. The foreign language requirement should be left to the department and be required only when necessary for research or scholarship in the field.

4. Recruiting for doctoral study should be more energetic and systematic so that only capable and qualified applicants are admitted for advanced study.

The Veri Study[5]

In 1968 Veri designed a program of studies leading to the doctoral degree in adult education based on the expressed educational needs of professional adult educators in the field. The data provided by ninety respondents were analyzed to determine the reliability of, or extent of agreement among, the respondents' ratings of sixty subject-matter areas presented in a questionnaire. The following subject areas were recommended for the program of studies:

1. Core curriculum (history and philosophy of adult education, designing and evaluating adult education programs, psychology of adult education, sociology of adult education, social change, and special programs in adult education).

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[5]Clive Veri, "The Design of a Doctoral Degree Program in Adult Education Based on the Expressed Needs of Professional Practitioners" (Ph.D. dissertation, University of Nebraska, Lincoln, 1968), 124 pp.

2. General studies (organization and administration of adult agencies, methods and media in adult education, educational psychology, general survey, cultural change, fundamental research techniques, utilization and evaluation of audiovisual aids, interpreting educational research, and social psychology).

3. Administration (public relations, personnel, administration, internship in adult education, budget development and control in education, and public speaking).

4. Teaching (contemporary educational trends):

5. Research (statistical methods, and research design).

Evaluating Doctoral Programs at Educational Institutions

The Higgins Study[6]

This study attempted to identify the leading areas of doctoral study in selected fields of professional education, as determined by a questionnaire response from faculty members teaching in the graduate schools. The five areas examined were:

1. Educational administration; elementary, secondary, or general.

2. Counseling, guidance, and student personnel administration.

3. Social and philosophical foundations.

4. Curriculum and teaching: general supervision.

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[6]Arthur Higgins, "The Rating of Selected Fields of Doctoral Study in the Graduate Schools of Education: An Opinion Survey" (Ed.D. dissertation, Columbia University, New York City, 1968), 226 pp.

5. Administration of higher education, including community colleges or adult education.

Whether or not it is desirable, institutional and program comparisons are being made every day. The measurement of the prestige, or the reputation, or the quality of a graduate program is the ability of that program, its faculty, and its graduates to command respect because of their activities. Fellowships, research awards, publications, etc. are often considered to be objective measurements of the quality of a program; on closer inspection, however, these measurements are subjective factors, once removed. Someone must assign a value judgment to these factors. In an evaluation of advanced professional education, consideration should be given to the combined judgments of a large group of faculty members who themselves are offering doctoral programs in the graduate schools or departments of education.

The respondents, selected by their deans as being senior faculty members teaching in the five doctoral areas, answered the question: "How would you rate doctoral programs at a selected list of institutions if you were selecting a graduate school for doctoral work in your field today?" The programs in the respondent's teaching field were to be rated as distinguished, strong, good, adequate,

or marginal. Ratings of the doctoral programs in each area were presented in a series of tables based on the respondents' academic rank, geographic location, present employer, and alma mater.

A total of 566 questionnaires was mailed, and 413 faculty in all five doctoral areas completed the survey. Fifty-seven percent of the departments listed on the survey forms were rated by the average respondent, although insufficient information ratings were given less frequently to doctoral programs located in the respondents' geographic region. Highly rated departments in each doctoral area were usually rated by 75 percent or more of the respondents teaching in the doctoral area.

The Crum Study[7]

In 1974 William F. Crum, professor of accounting at the University of Southern California published a survey of doctoral programs in accounting in the Journal of Accountancy. Data was collected from December 1973 through January 1974. The sixty-three American universities that had a doctoral degree program in accounting were mailed questionnaires. Seventeen of the universities offered the DBA degree. Questionnaires were returned by the dean, associate dean, department chairman or director of the

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[7]William F. Crum, "Newest Survey of Doctoral Programs in Accounting," Journal of Accountancy 138 (October 1974): 99-104.

doctoral program for the respective university.

An obvious and rather startling revelation is that the number of doctorates granted in accounting has leveled off, and the number of candidates active in doctoral programs has leveled off or possibly declined slightly, despite the fact that seven more universities now offer a doctoral program in accounting than in 1971.

To ascertain interest in doctoral programs in accounting, the respondents were asked if their university admitted more doctoral candidates in 1973 than the immediate preceding 2-year average. According to the replies, fifteen universities has a decrease in candidates, eight universities had an increase, and forty universities reported no significant change.

Some conclusions are set forth: (1) there is no Ph.D. glut in the field of accountancy. Rather, it is very likely there will be in the immediate two or three years ahead a growing scarcity of qualified top doctoral candidates available for positions; (2) publicity of an alarming and misleading nature has pervaded many respected journals and press in the past year or two, warning of the pending surplus of Ph.Ds and the likelihood that there will be little market for their talent. . . It is most definitely not a fact facing the field of accountancy; and

(3) our universities are failing to draw more candidates to our doctoral programs in accounting. Interest in such programs does appear to be declining.

The Cartter Report[8]

The matter of using peer judgments in determining the quality of academic institutions has been a focus of national controversy for some time. But as long as leading institutions are generally judged on meritocratic lines, how professionals regard particular institutions will continue to carry weight.

In order to limit the number of schools, the ratings were restricted in business to the fifty-one doctoral granting universities. Questionnaires were sent to 414 deans and professors, of which 332 or 81 percent responded.

Raters were asked to evaluate the faculty quality of each school as distinguished, strong, good, acceptable, or marginal. The raters were then asked to evaluate educational attractiveness by indicating that a school was very attractive, attractive, acceptable, or not attractive.

Stanford, Harvard, Massachusetts Institute of Technology (MIT), and Chicago are ranked as the top four business schools in both faculty quality and educational attrac-

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[8]"The Cartter Report on the Leading Schools of Education, Law, and Business," Change, February 1977, pp. 44-48.

tiveness, respectively. Stanford is first in both with Chicago dropping from second (ahead of MIT and Harvard) in faculty quality to fourth in educational attractiveness behind Harvard and MIT, respectively.

The private schools most thoroughly dominate the business school rankings. The top five schools on the scholars' list are all private: Stanford, Harvard, MIT, Chicago, and Carnegie-Mellon, respectively. The University of California at Berkeley, in sixth position and the University of California at Los Angeles (UCLA), in eighth position behind the University of Pennsylvania are the only public institutions ranking among the top eleven. Northwestern, Cornell, and Columbia universities are listed ninth, tenth, and eleventh, respectively.

The Margulies and Blau Report[9]

Since holders of doctoral degrees have proliferated in the labor market, where one has come from, rather than the degree itself, may represent an increasingly powerful passport to entry into the professions. There are many factors that can influence the standing of a professional school -- the salaries offered, the qualifications and commitment of the faculty, the ability of the students it attracts, the academic environment of the university, the

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[9]Rebecca Zames Margulies and Peter M. Blau, "The Pecking Order of the Elite: America's Leading Professional Schools," Change, November 1973, pp. 21-27.

flexibility of its structure and its responsiveness to changing conditions, and so on. To analyze which factors actually influence a professional school's academic standing, and thus presumably its quality, we need a criterion of academic standing. The criterion that has been found to be most reliable is the judgment of experts in the field.

Margulies and Blau asked 1180 deans of professional schools to name the five most outstanding schools in their own profession (Deans did not rank their choices). Business was one of the seventeen types of professional schools in the survey.

The five best business schools, according to the assessment of 40 percent (61 of 151) of the deans of business schools, were Harvard (54), Stanford (50), University of Chicago (32), University of Pennsylvania (25), and Carnegie-Mellon University (24).

The Brooker and Shinoda Report[10]

A survey was conducted of the department chairmen of colleges and universities holding membership in the AACSB. They were asked to list the five schools, in descending order, which they believed had the best programs at doc-

[10]George W. Brooker, Jr. and Phillip S. Shinoda, "Peer Ratings of Graduate Programs for Business," Journal of Business 49 (April 1976): 240-51.

toral degree level in their own functional area. The functional areas included in the study were accounting, finance, management science/operations research, marketing, and organizational theory and behavior.

A total of 750 survey requests were mailed (150 in each of 5 functional areas). Responses to the survey could be made anonymously. The number of usable responses by functional area ranged from forty-five to sixty-seven. In all, there were 276 usable responses (37 percent response rate). Results of the survey were tabulated in two ways: (1) total points, in which scores were given for each position in the ranking (five points for a first place, four for second, etc.), and (2) the total number of times a school was mentioned in the rankings.

Stanford University, University of Chicago, University of Illinois, and the University of Texas at Austin were rated the top four accounting doctoral programs, respectively, in both total point basis and frequency of mention basis. Stanford University, University of Chicago, University of Pennsylvania, MIT, and UCLA were rated the top five finance doctoral programs, respectively, in both total point basis and frequency of mention basis.

Stanford University, Carnegie-Mellon University, MIT, and the University of Chicago were rated the top four management science/operations research programs, respectively, in total point basis; while MIT was second and Carnegie-Mellon University was third in frequency of mention basis.

Northwestern University, Stanford University, Purdue University, and Ohio State University were rated the top four marketing doctoral programs, respectively, in both total point basis and frequency of mention basis. Harvard and Stanford (tied for first), UCLA, and MIT were rated the top four organization theory and behavior doctoral programs, respectively, in both total point basis and frequency of mention basis.

Curriculum Development

The curriculum is always, in every society, a reflection of what the people think, feel, believe, and do.[11] The curriculum is an important component of the educational system. The subject matter contained in curricula reveals the educated community's concept of what knowledge is worth

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[11] B. Othanel Smith, William O. Stanley, and J. Harlan Shores, "Culture and the Curriculum," Fundamentals of Curriculum Development, revised ed. (Yonkers-on-Hudson, New York: World Book Co., 1957), p. 3.

transmitting to posterity and the kind of mind, talent, and character the educational process is expected to produce. The curriculum is a barometer by which the cultural and societal pressures that operate upon educational institutions may be measured.[12]

For the good of society as well as individuals, one needs to broaden the curriculum to encourage the development of a wider spectrum of human abilities than those represented in the academic disciplines. Specifically, it is suggested that one should deliberately and consciously teach interpersonal skills and that one should make such subject matter an academically respectable component of the college curriculum.[13]

Schools, such as Alverno College in Milwaukee, Wisconsin, and Sterling College in Sterling, Kansas, emphasize that "curriculum is competency-based. Rather than just accumulating course credits, students must demonstrate competency in broad areas."[14]

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[12]Richard Hofstadter and C. Dewitt Hardy, The Development and Scope of Higher Education in the United States (New York: Columbia University Press, 1952).

[13]K. Patricia Cross, Beyond the Open Door: New Students to Higher Education (San Francisco: Jossey-Bass, 1971).

[14]"What's Going on in Schools and Colleges," Changing Times, June 1975, p. 24.

A broader curriculum is rapidly becoming the mode. Societal demands and technological advancements require persons with advanced diverse training to fill positions that are service and government-oriented.[15]

It is apparent now that one cannot hope to build a humane and advanced society on the narrow skills foundations of the traditional academic disciplines. It is also apparent that one will never achieve equality of opportunity as long as one insists that everyone be good in the same things.[16]

When the land-grant colleges broadened the classical curricula to include applied subjects such as agriculture and engineering, the resistance was enormous. Its residue is still apparent today when applied subjects are accorded lower status than the pure disciplines in the academic hierarchy. When community colleges put the stamp of legitimacy on the college teaching of voacational subjects such as auto mechanics and data processing, some academicians once again dealt with the threat by according the vocational curriculum lower status in the academic pecking order.

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[15]Jo Ann K. Hecker, "American Graudate Education: From Reverence to Relevance," Intellect 104 (April 1976): 505.

[16]K. Patricia Cross, "Beyond Education for All-Toward Education for Each," The College Board Review, Spring 1976, p. 9.

But the teaching of agriculture and engineering, and later auto mechanics and data processing, has proved important to society, and their gradual acceptance into the curriculum represents steady evolutionary progress. It is time for curricular evolution. There is a need for new content options accompanied by new methods of instruction.[17] The most serious problem right now is that the American people are psychologically depleted, not primed for innovation.[18]

While basic subject study or applied problem-solving techniques have not diminished in curriculum importance, the real thrust of need is a reformed faculty view of what the modern business faculty should be studying and interpreting to students. High priority should be given to competent study of the impacts of political and social changes, as well as economic and technical factors in the policy options before corporate managers.[19] Graduate students today who feel they are forced to obtain graduate degrees to secure a place in the economy are more vocal than traditional types,

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[17] Ibid.

[18] John R. Valley and I. Bruce Hamilton, editors, Issues in Nontraditional Study (Princeton, New Jersey: Educational Testing Service, 1976), p. 52.

[19] S. R. Maxwell, "Corporate Values and the Business School Curriculum," California Management Review 18 (Fall 1975): 72.

and a substantial number of their complaints have merit for future planning. Many feel they should have a voice in the design of their programs.[20]

Graduate education should educate each man to raise the intellectual and cultural level of society; to pursue and extend the boundaries of knowledge; to utilize its facilities and resources to solve society's ills; to assume a leadership role in attacking the problems of society; ... and to disperse knowledge relatively uninfluenced by morals, ethics, or politics.[21] The growth in enrollments and degree production and the size of the expenditures for graduate education in the past two decades have drawn increasing attention to that sector of higher education.[22]

Over the years, support for mass education became overwhelming. What often remained vague was the strategy to accomplish those goals or an understanding of education's

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[20]P. E. Darlington, "An Analysis of the Obstacles Perceived by Graduate Students as Delaying Their Progress Toward the Doctorate," (Ph.D. dissertation, University of Michigan, Ann Arbor, 1970).

[21]Ann M. Heiss, Challenges to Graduate Schools (San Francisco: Jossey-Bass, 1970), pp. 8-10.

[22]Kenneth D. Roose and Charles J. Anderson, A Rating of Graduate Programs (Washington, D. C.: American Council on Education, 1970), p. 1.

limitations. The debate over what constitutes the most effective curriculum still continues.[23] One should be as interested in education about business and management, as one is in education for business and management.[24]

Nontraditional Education

The nontraditional student is identified as the student who is usually older than the average college age student, frequently holds a full-time job or is a homemaker or mother, usually can study only part-time and often must do this at home or otherwise off campus.[25]

What is nontraditional education? Simply stated, it is an education that is not traditional or conventional. It is a new concept different from the usual residential, on-campus, and regular classroom attendance techniques. "More and more educators are coming to believe that a college education need not take place in a classroom or follow a prescribed curriculum."[26]

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[23]Fred M. and Grace Hechinger, "The Unfinished Promise," Growing Up in America (New York: McGraw-Hill Book Co., 1975), pp. 406-16.

[24]Don Votaw, "Corporate Social Reform: An Educator's Viewpoint," California Management Review 16 (Summer 1973):71

[25]Paul Allan Myers, "A Comparison of Some Aspects of Educational Programs for Traditional and Nontraditional Students in Selected Texas Junior Colleges," (Ph.D. dissertation, University of Texas, Austin, 1977), 234 pp.

[26]"College Without Walls," Time, August 28, 1972, p. 40.

The fastest growing field of higher education is what is commonly known as continuing education.[27] Recently, the Educational Testing Service reported that nearly 80 million adult Americans want or need continuing education--but that less than half of them are getting it.[28] Every year, more than 13 million adults have gone back to school in one way or another. Why? To advance in their jobs, to build credits toward degrees, to pursue hobbies, to get inspiration or simply to devote leisure time to something memorable and worthwhile.[29]

Full opportunity to learn must not be limited to the young, the middle-aged, or the aging--but must include and be made available to everyone for whatever purposes it fulfills.[30] One strong factor in the continuation of one's education is the availability of suitable opportunities. This is where nontraditional education plays a part. Today, there is a trend toward a new concept in learning. Examples

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[27]Robert J. Pitchell, ed., "Introduction," A Directory of U.S. College and University Degrees for Part-Time Students (Washington, D.C.: National University Extension Association, 1973), p. 1.

[28]"Night School," Newsweek, March 5, 1973, p. 81.

[29]Farrell Cross, "Weekends to Stretch the Mind," Reader's Digest, February 1973, p. 106.

[30]Edgar J. Boone, "Nontraditional Study," Adult Leadership 23 (February 1975): 226.

are the off-campus studies, university without walls, weekend seminars, correspondence and home study, and various external degree programs.

A primary concern of the Commission on Institutions of Higher Education in the evaluation of institutions which offer nontraditional programs is to encourage innovation that is consistent with institutional goals. An equally important concern is to develop new evaluative tools and appropriate measures of quality so that assurances can be provided to the student and to the educational community that valid learning opportunities are offered.[31]

The early attempts to create innovative programs were conservative, as they sought to reconcile adult experience and college credit. The conservatism was an attempt to maintain academic soundness and quality. Later programs were less structured and more flexible as they moved away from the traditional academic structures. They made use of independent or correspondence study, acceleration of courses, credit by examination, integrated courses of study based on clearly defined educational objectives, counseling, and limited periods of residence. The specific need of the individual was considered, and the most expeditious means of meeting these needs were found.[32]

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[31]Patricia A. Thrash, "Evaluation of Nontraditional Learning Forms: The Extended Campus Program," North Central Association Quarterly 51 (Fall 1976): 280.

[32]William J. Driscoll, "Universal Education," School and Society, November 1971, p. 411.

Students of any age and almost any background can work out an individualized college program to suit their personal interests and responsibilities.[33]

Major changes also are occurring in traditional higher education. Institutions are going after new student clienteles; they are introducing new kinds of curricula; they are initiating new approaches to teaching and learning; and they are developing new criteria for academic credit. Credit is being given for work, for service experience, for self-study, even for travel.[34] Traditional academic credits tell more about the opportunities afforded students to learn than they do about the uses made of the opportunities.[35]

An increasing number of colleges throughout the country are now engaging in the practice of awarding credit for life and/or work experience. This recognition that learning which takes place outside of a formal academic setting is worthy of collegiate credit is a growing phenomenon.[36] The commitment

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[33]"College Without Campus," Newsweek, March 6, 1972, p. 81.

[34]Kenneth E. Young, "Evaluating Institutional Effectiveness," Educational Record 57 (Winter 1976): 46.

[35]John A. Valentine, "Learning: Questions of Standards and Credit," New York University Education Quarterly 8 (1977): 3.

[36]Charles W. Meinert and Sherry Penny, "Credit for Life Experience," Journal of Higher Education 46 (May/June 1975):339.

to off-campus learning has significantly increased the number of degree credits that students can accumulate experientially.[37]

The emphasis is moving toward equal access and equal opportunity; colleges can no longer select students to fit the institution but must design the institutions and special programs to fit the students.[38] If an education is an acceptable substitute for experience, then some forms of experience should be accepted in lieu of a formal classroom education.[39] As prosaic an enterprise as awarding college credit for non-college experience has within it the seeds of a radical reform in the American system of education.[40]

Nontraditional study is more an attitude than a system and thus can never be defined except tangentially. This attitude puts the student first and the institution second; concentrates more on the former's need than the latter's convenience; encourages diversity of individual opportunity rather

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[37]Henry A. Spille and Allan C. Hartley, "Credit for Experience in Practice," Educational Record 56 (Winter 1975):55.

[38]Kara Lynn Schmitt, "New Options for College Study," Personnel and Guidance Journal 53 (June 1975): 739.

[39]Ibid., p. 741.

[40]Peter Meyer, Awarding College Credit for Non-College Learning: A Guide to Current Practices (San Francisco: Jossey-Bass, 1975).

than uniform prescription; and deemphasizes time, space and even course requirements in favor of competence and, where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic or occasional study.[41]

Nontraditional study does have a different purpose from traditional schooling. It assumes a radically different set of both ends and means for education. Traditional education assumes that the purpose of education is to transmit the culture; to shape learners into predetermined molds based on societal norms about what is worth knowing, how to think about things, and how to do things. It puts the learner in the role of dependent recipient and the teacher in the role of authoritative transmitter and judge. Nontraditional education, on the other hand, assumes that the purpose of education is to provide learners with the skills and resources to develop their full and unique potentials. Its reason for coming into being was to provide individualization in both the ends and means of learning. It places the learner in the role of self-directed inquirer and the teacher in the role of facilitator and resource person for self-directed learners.[42]

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[41]Samuel B. Gould, "Preface," Diversity by Design (San Francisco: Jossey-Bass, 1973), p. xv.

[42]Malcolm S. Knowles, "Non-Traditional Study: Issues and Resolutions," Adult Leadership 23 (February 1975): 233.

A new format under the nontraditional concept is the external degree program. "This degree is awarded to an individual on the basis of some program of preparation (devised either by himself or by an educational institution) which is not centered on traditional patterns of residential collegiate or university study. It is estimated that one-third of all American colleges and universities are engaged in some type of unconventional program."[43] Generally speaking, external degree programs regardless of degree level, are recognizable by the following major characteristics: (1) minimal or no residence requirements; (2) self-paced learning experiences; (3) student-generated programs of study; (4) assessment procedures for translating career and life experiences into academic credit; (5) more flexible response to the transfer of prior college-level credits; and (6) more flexible admission standards.[44]

Since most external degree programs have less structure than a traditional on-campus program, there is a greater burden placed upon the learner. He must use greater self-discipline, learn to use research resources, set his own scheduling, goals,

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[43]Cyril O. Houle, ed., The External Degree (San Francisco: Jossey-Bass, 1973), pp. 14-15.

[44]H. Victor Baldi, "External Degree Programs: In Search of New Definitions for Quality," North Central Association Quarterly 51 (Fall 1976): 275.

etc.--things that normally would simply be imposed upon him in a regular on-campus situation. In brief, the student in an external degree program requires greater self-motivation in order to accomplish his goals.[45]

The demand for what is essentially an external doctoral program is enormous.[46] The external degree is obviously one of the most exciting and innovative ideas to burst forth on the educational world in recent years.[47]

The recognition of the degree from some of the external universities is undoubtedly less than is a degree from a traditional university at this point in time. However, some of these innovative external universities offer programs that would seem to be more practical and allow for more personal interaction with individuals as advisors who have a greater recognition of achievement than programs offered by the traditional universities.[48]

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[45]Alfred W. Munzert, National Directory of External Degree Programs (Machias, New York: Hemisphere Publications, 1976), p. 19.

[46]Robert H. Graham, "The Walden University External Doctorate," Phi Delta Kappan 57 (March 1976): 474.

[47]Donald P. Mitchell, "Let's Set the Record Straight: A case for Nova University's External Doctorate in Education," Phi Delta Kappan 55 (February 1974): 370.

[48]Clifton C. Phillips, Jr., "The Options in Deciding About the Doctorate," New Options for the Doctorate in Education (Safford, Arizona: Graham Hillcrest Publishing Co., 1974), p. 22.

Location has less and less to do with people's choice of institutions these days, and hopefully will have less and less to do with it in the future. The point of alternative education is choice and availability of program designs that match the people interested.[49]

Acceptance of the idea that college degrees can be earned without attendance at a university is no fad.[50] Ewald B. Nyquist, former President of the University of the State of New York and Commissioner of Education stated that "if attendance at a college is the only road to college credentials, those who cannot or have not availed themselves of this route, but have acquired knowledge and skills through other sources, will be denied the recognition to which they are entitled. Neither the State nor the nation can afford such waste, nor should they tolerate such inequity. The costs of traditionalism are too high."

As the pool of nontraditional students desiring post-secondary education increases, new and continuing research on these students will be needed in the areas of access, clientele,

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[49]John Mahoney, "Open is Open, for Heaven's Sake," Phi Delta Kappan 55 (February 1974): 376.

[50]Richard B. Morland, "The External Doctorate in Education: Blessing or Blasphemy?" Phi Delta Kappan 55 (February 1974): 163.

learning, personal development, and admission. Continuing research must also be concerned with institutional arrangements and programs, new delivery systems, evaluation, standards, quality and accreditation, coordination, finance, faculty learning facilitators, and community resources.[51]

Today one finds that academic institutions cannot remain static, but must become more responsive to the individual students and their changing needs. The trend in nontraditional education will continue to increase as the learning society attempts to assimilate a viable educational system. Education is dynamic. Education is flexible. Therefore, one should be receptive to the innovative experiments in higher education.

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[51]Carmen Rosita Rosser, "Nontraditional Study in the United States," (Ed.D. dissertation, University of Kansas, Lawrence, 1975), 143 pp.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research procedures used in analyzing the data. It includes (1) a description of the study questionnaire; (2) a definition of the population and how the sample was drawn; (3) the research procedures used in administering the questionnaire; and (4) the number of responses and nonresponses.

Questionnaire

It was decided that the questionnaire would be "as short as possible but long enough to secure the information needed. A long questionnaire is often rejected by a respondent simply because it requires too much time to read and answer."[52] The questionnaire would consist of items which described the respondents, their opinions for a doctoral degree program, and a rating scale to which the respondents reacted. See Appendix A.

The first part of the questionnaire requested the

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[52]Tyrus Hillway, "Research Design," Handbook of Educational Research (Boston:Houghton Mifflin Co., 1969), p. 33.

respondents' age, institution in which employed, highest degree earned, number of years since the highest degree was earned, and opinions on academic requirements for the doctorate in business administration.

A numerical rating scale[53] was used for the second or major part of the questionnaire. It included fifty-five subject matter areas with concise descriptions which were derived from graduate business school catalogs of twenty-eight universities in the United States which offered programs of studies leading to a doctorate in business administration. At the end of these fifty-five subject matter areas, the respondents were directed to list and describe other subject matter areas which were not mentioned in the questionnaire but which they felt would be extremely relevant to them as they functioned in their present positions.

In answering the numerical rating scale, the respondents would place a circle around one of five symbols: 5 if the subject matter area was "extremely relevant" to them as they functioned in their present positions; 4 for "relevant"; 3 for "some relevance"; 2 for "little relevance";

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[53]Fred N. Kerlinger, "Observations of Behavior," Foundations of Behavioral Research, 2nd ed. (New York: Holt, Rinehart, and Winston, 1973), pp. 547-48.

and 1 for "no relevance." A zero (0) symbol was given for nonresponses.

By November 1976, nine pilot questionnaires were mailed to a sample of three business educators, three practitioners, and three practitioners who teach part-time on the graduate level. Eight of the nine samples had an earned doctorate; one had a master's degree and was working for the AACSB. From November 1976 to April 1977, eight questionnaires were returned and were encouraging. One practitioner did not respond. Some refinements to the pilot questionnaire were subsequently made.

Sample

The population of the study sample included (1) member representatives of AACSB public educational institutions, (2) member representatives of AACSB private educational institutions, (3) member representatives of business and professional institutions, and (4) member representatives of government institutions.

Within these limitations, 269 AACSB member representatives, who serve as business educators and practitioners, made up the population study. This included 197 members of the AACSB Accreditation Council (educational institutions), 69 members of the business and professional institutions, and 3 members of government institutions. All the

members were listed in the 1977-78 AACSB membership directory and were residing in the United States and Canada.

Administration of the Questionnaire

On September 3, 1977, questionnaires were initially submitted to the study sample by mail. Included with the questionnaire was a cover letter and a stamped, self-addressed envelope.

The questionnaire had to be easily comprehended and structured to minimize the effect of prejudices... Because narrative responses are difficult and costly to interpret and tabulate, open-ended questions were used only when more objective, multiple-choice questions were too restrictive.[54]

Responses

Ninety-one or 34 percent out of the 269 questionnaires originally sent out were returned as a result of the first mailing. Ten of the returned questionnaires were unresponsive or inadequately filled out.

A second questionnaire, follow-up letter and another stamped, self-addressed envelope was sent to the 178 remaining nonrespondents on October 1, 1977, or four weeks

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[54]Herbert R. McLure, "Is a Question The Best Answer?" The GAO Review (Winter 1975):51.

after the first mailing. An additional fifty-seven or 32 percent out of the 178 follow-up questionnaires were returned. Eighteen of the returned questionnaires were unresponsive or inadequately filled out.

Overall, 120 or 45 percent of the 269 questionnaires were usable returns upon which this investigation was based (See Table 6, and Appendix G).

As shown in Table 1, 148 or 55 percent of the 269 study sample had replied to the initial and follow-up mailing, of which 28 or 10 percent were excluded in the final tabulation.

TABLE 1

REPLIES TO QUESTIONNAIRES

Replies	Initial Mailing No.	%	Follow-up Mailing No.	%	Total Mailing No.	%
Replies Excluded	10	04	18	10	28	10
Replies Included	81	30	39	22	120	45
Did not Reply	178	66	121	68	121	45
Total	269	100	178	100	269	100

Table 2 presents the number of nonrespondents by institutions in which employed, percent of 149 sample, and percent of the 269 total.

TABLE 2

EMPLOYMENT OF NONRESPONDENTS

Institutions	No. of Nonrespondents	% of 149 Sample	% of 269 Total
Public Education	66	44	24
Private Education	35	24	13
Business/Professional	48	32	18
Government	0	0	0
Total	149	100	55

The comparisons of respondents and nonrespondents to type of institution are given in Tables 3 and 4, respectively.

TABLE 3

COMPARISON OF RESPONDENTS TO INSTITUTIONS

Institution	Respondent/ Institution	Percent of Response
Public Education	72/138	52
Private Education	24/59	41
Business/Professional	21/69	30
Government	3/3	100
Total	120/269	45

TABLE 4

COMPARISON OF NONRESPONDENTS TO INSTITUTIONS

Institutions	Nonrespondents/ Institutions	Percent of Nonresponse
Public Education	66/138	48
Private Education	35/59	59
Business/Professional	48/69	70
Government	0/3	0
Total	149/269	55

CHAPTER IV

FINDINGS

This chapter presents the findings of the investigation. It includes a description of the sample of respondents (Tables 5-8) and practical applications of the findings (Tables 9-24).

Description

The study sample consisted of 120 business educators and practitioners who were selected from a population of 269 members. The respondents' age ranged from under thirty-five years to fifty-five years or over. As shown in Table 5, the greatest number of respondents (60 percent) were in the forty-five years and over category. The average age of the respondents was approximately 46.7 years.

TABLE 5

RESPONDENTS' AGE RANGE

Age Range	Number of Respondents	Percent of Sample
Under 35 years of age	15	12
35-44	33	28
45-54	35	30
55 years or over	35	30
No Response	2	-
Total	120	100

A majority of the respondents (60 percent were employed at public educational institutions. Respondents were also employed at private educational institutions, business/professional institutions, and governmental institutions. Table 6 presents the number of respondents, percent of 120 sample, and percent of the 269 total (See Appendix G).

TABLE 6

EMPLOYMENT OF RESPONDENTS

Institutions	No. of Respon-dents	% of 120 Sample	% of 269 Total
Public Education	72	60.0	27
Private Education	24	20.0	9
Business/Professional	21	17.5	8
Government	3	2.5	1
Total	120	100.0	45

Most of the respondents (73 percent) held Ph.D. degrees than any other earned degree. Next, in terms of numbers, were respondents who held D.B.A. and master's degrees. Other earned degrees were the Doctor of Education degrees (Ed.D.), bachelor's degrees and various law degrees (J.D., LL.M.). The data are presented in Table 7.

TABLE 7

RESPONDENTS' HIGHEST EARNED DEGREE

Degree Earned	Number of Respondents	Percent of Sample
D.B.A.	12	10
Ph.D.	87	73
Masters	12	10
Other	8	7
No Response	1	-
Total	120	100

The average number of years since all respondents earned their highest degree was approximately 14.4 years. The range was from less than five years to twenty or more years. Data are presented in Table 8.

TABLE 8

NUMBER OF YEARS SINCE RESPONDENTS EARNED HIGHEST DEGREE

Range in Years	Number of Respondents	Percent of Sample
5 years or less	9	8
6-12	43	36
13-19	34	29
20 years or more	32	27
No Response	2	-
Total	120	100

Practical Applications

A question which requested how many graduate semester hours above the bachelor's degree should be required at the doctoral level showed that the majority (53 percent) favored ninety graduate semester hours. Table 9 indicates that seventy-two and eighty-two graduate semester hours were also mentioned, but to a lesser extent. Other requirements specified are 50, 50-120, 54, 60, 60-72, 75, 81-90, 84, 96, 108, and 120 graduate semester hours.

TABLE 9

GRADUATE SEMESTER HOURS REQUIRED AT DOCTORAL LEVEL

Semester Hours	Number of Respondents	Percent of Sample
72	23	20
82	10	9
90	61	53
Other	20	18
No Response	6	-
Total	120	100

In Table 10, most of the respondents (75 percent) wanted no credit given for life and/or work experience at the doctoral level. In second and third place were fifteen and thirty graduate semester hours, respectively. Some said it depended on knowledge and skills, or type of experience. Other credits were one-half of the doctoral program, 12 hours, 10 hours, and 0-10 graduate semester hours.

TABLE 10

GRADUATE SEMESTER HOURS FOR LIFE AND/OR WORK EXPERIENCE AT DOCTORAL LEVEL

Semester Hours	Number of Respondents	Percent of Sample
0	88	75
15	12	10
30	7	6
Other	10	9
No Response	3	-
Total	120	100

A question which requested how many graduate semester hours of residency study should be required at the doctoral level showed that 45 percent of the respondents favored thirty graduate semester hours. Table 11 indicates that all residency study and no residency study were also mentioned, but to a lesser extent. Other requirements specified are 9-12, 15, 18, 24, 33, 45, 48, 60, and 75 graduate semester hours; 50, 67, 75, and 80 percent of doctoral program; and one and two years.

TABLE 11

GRADUATE SEMESTER HOURS FOR RESIDENCY STUDY AT DOCTORAL LEVEL

Semester Hours	Number of Respondents	Percent of Sample
0	6	5
30	52	45
All	27	24
Other	30	26
No Response	5	-
Total	120	100

In Table 12, 38 percent of the respondents wanted twelve graduate semester hours credit given for the doctoral dissertation. In second and third place were twenty-four and eighteen graduate semester hours, respectively. Other credits specified are 3, 4, 6, 6-12, 6-18, 8-12, 9-12, 15, 20, and 30 graduate semester hours.

TABLE 12

GRADUATE SEMESTER HOURS FOR DOCTORAL DISSERTATION

Semester Hours	Number of Respondents	Percent of Sample
12	44	38
18	18	15
24	27	23
Other	28	24
No Response	3	-
Total	120	100

A majority of the respondents (59 percent) favored three members on the doctoral dissertation committee. The other respondents selected five members as the second choice, and four members as the third choice. Other members mentioned are 3 or 4 members, 3 to 5 members, 7 members, and no set number. Data are presented in Table 13.

TABLE 13

MEMBERS ON THE DOCTORAL DISSERTATION COMMITTEE

Number of Members	Number of Respondents	Percent of Sample
3	68	59
4	14	12
5	27	23
Other	7	6
No Response	4	-
Total	120	100

As shown in Table 14, 38 percent of the respondents felt that a simple majority vote should be required by the dissertation committee to grant a degree. A third of the respondents favored a unanimous vote. Almost a fourth of the respondents favored a 75 percent majority vote. Other votings are supervision with no voting, 1 vote, 3 votes, two-thirds majority vote, general consensus instead of unanimous vote, and all but 1 vote.

TABLE 14

VOTING REQUIRED BY THE DISSERTATION COMMITTEE TO GRANT A DEGREE

Voting	Number of Respondents	Percent of Sample
Simple Majority	45	38
75% Majority	27	23
Unanimous	38	33
Other	7	6
No Response	3	-
Total	120	100

Table 15 presents the subject matter areas as they were rated by all the 120 respondents. The procedure used to rank the areas was to sum each respondent's ratings for each area, and then arrange them in order from the highest rated to the lowest rated.

The range of summary ratings for the twenty-two highest rated subject matter areas was from 402 to 519. This represents average means ranging from 3.4 to 4.3 on a zero (0) to five (5) point rating scale. The title of these twenty-two areas, in rank order, is as follows:

20 Advanced Administrative Management
23 Organizational Behavior and Change
05 Managerial Accounting
49 Business Policy
36 Business Research Methodology
13 Financial Administration of the Firm
14 Financial Management
09 Managerial Economics
41 Management Information Systems
42 Business and Public Policy
08 Business Conditions Analysis
38 Statistical Decision-Making
34 Advanced Quantitative Methods
01 Contemporary Accounting Theory
26 Work Motivation and Performance
22 Manpower Management
46 Legal Environment of Business
40 Computer Systems
17 Planning, Programming, and Budgeting Systems
52 Oral Communication for Business Administrators
50 D.B.A. Seminar
29 Managerial Marketing

TABLE 15

RANKING OF SUBJECT MATTER AREAS BY SUMMARY RATINGS OF 120 RESPONDENTS

Rank Order	Summary Ratings	SMA*	Rank Order	Summary Ratings	SMA*
1	519	20	29	370	07
2	509	23	30	362	02
3	506	05	31	357	43
4	486	49	32	356	33
5	483	36	33	352	24
6	478	13	34	345	11
7	478	14	34	345	45
8	464	09	36	338	10
9	460	41	37	333	16
10	459	42	38	324	30
11	458	08	39	310	35
12	454	38	40	309	04
13	451	34	41	305	18
14	449	01	42	301	03
15	438	26	43	298	06
16	427	22	44	295	28
17	425	46	45	281	48
18	421	40	46	278	12
19	417	17	47	258	32
20	411	52	48	254	44
21	406	50	49	247	55
22	402	29	50	242	21
23	397	27	51	232	51
24	394	37	52	229	31
25	384	39	53	224	47
26	383	54	54	222	53
27	381	25	55	217	15
28	376	19			

*Refer to the study questionnaire in Appendix A for titles and descriptions of the subject matter areas (SMA).

It can be seen in Table 16 that the summary ratings of the fifty-five subject matter areas are given in numerical order.

TABLE 16

SUMMARY RATINGS OF 120 RESPONDENTS
BY NUMERICAL ORDER OF SUBJECT MATTER AREAS

Subject Matter Areas*	Summary Ratings	Subject Matter Areas*	Summary Ratings
01	449	29	402
02	362	30	324
03	301	31	229
04	309	32	258
05	506	33	356
06	298	34	451
07	370	35	310
08	458	36	483
09	464	37	394
10	338	38	454
11	345	39	384
12	278	40	421
13	478	41	460
14	478	42	459
15	217	43	357
16	333	44	254
17	417	45	345
18	305	46	425
19	376	47	224
20	519	48	281
21	242	49	486
22	427	50	406
23	509	51	232
24	352	52	411
25	381	53	222
26	438	54	383
27	397		
28	295	55	247

*Refer to the study questionnaire in Appendix A for titles and descriptions of the subject matter areas.

A rank order of the summary ratings of the sixteen highest subject matter areas based on the age range of 118

respondents (2 respondents did not indicate their age) is reported in Table 17.

Summary ratings for these sixteen areas ranged from: 50 to 63 with average means of 3.5 to 4.2 for the under 35 age group; 123 to 149 with average means of 3.7 to 4.5 for the 35-44 age group; 125 to 154 with average means of 3.6 to 4.4 for the 45-54 age group; and 127 to 149 with average means of 3.6 to 4.3 for the 55 or over age group. The ratings are on a zero (0) to five (5) point rating scale.

TABLE 17

RANK ORDER OF THE SIXTEEN HIGHEST RATED SUBJECT MATTER AREAS BASED ON AGE RANGE

	Age Range			
Rank Order	Under 35	35-44	45-54	55 or Over
	Subject Matter Areas			
1	20	05	20	20
2	05	20	05	23
3	23	23	23	49
4	14	36	42	13
	26	49		
5			36	42
6	34	14	13	14
	38		49	
7		41		09
8	36	13	09	05
9	09	08		
10	01	09	01	08
		42	38	
11	13			41
				52
12	27	34	34	
	40			
	49			
13		38	08	26
			41	
14		40		46
15	22	01	50	01
		26		
16	17		46	34
				38

Table 18 presents a comparison of the sixteen highest subject matter areas as they are rated in their order of rele-

59

vance by the 118 respondents by age range. It can be seen that subject matter area 01 is rated in tenth place by those under 35, fifteenth by those 35-44, tenth by those 45-54, and fifteenth by those 55 or over. Consequently, subject matter area 01 is rated as being relevant to all four age ranges, while subject matter area 46, for example, is rated as being relevant primarily to those 45 or over.

TABLE 18

COMPARISON OF THE SIXTEEN HIGHEST RATED SUBJECT MATTER AREAS BASED ON AGE RANGE

Subject Matter Areas	Age Range			
	Under 35	35-44	45-54	55 or Over
	Order of Ratings			
01	10	15	10	15
05	2	1	2	8
08		9	13	10
09	9	10	8	7
13	11	8	6	4
14	4	6	8	6
17	16			
20	1	2	1	1
22	15			
23	3	3	3	2
26	4	15		13
27	12			
34	6	12	12	16
36	8	4	5	8
38	6	13	10	16
40	12	14		
41		7	13	11
42		10	4	5
46			16	14
49	12	4	6	3
50			15	
52				11

When the ratings were summarized for ninety-six respondents who were employed in public and private educational institutions, the subject matter areas presented in Table 19 emerges as the sixteen highest rated areas. Summary ratings for these areas range from 340 to 414, with average means ranging from 3.5 to 4.3 on a zero (0) to five (5) point rating scale. The titles of these sixteen subject matter areas are:

20 Advanced Administrative Management
23 Organizational Behavior and Change
05 Managerial Accounting
36 Business Research Methodology
49 Business Policy
13 Financial Administration of the Firm
14 Financial Management
09 Managerial Economics
34 Advanced Quantitative Methods
38 Statistical Decision-Making
41 Management Information Systems
08 Business Conditions Analysis
42 Business and Public Policy
01 Contemporary Accounting Theory
26 Work Motivation and Performance
46 Legal Environment of Business

These are the subject matter areas which the ninety-six respondents employed at public and private educational institutions indicated would be relevant to them as they functioned in their daily professional roles. If a doctoral student knew that he would be employed in a college or university, these are the subject matter areas which he might give priority in his doctoral program.

Other summary ratings ranged from: 256 to 314 with

average means of 3.6 to 4.4 for public educational institutions; 84 to 106 with average means of 3.5 to 4.4 for private educational institutions; 76 to 90 with average means of 3.6 to 4.3 for business/professional institutions; and 10 to 15 with average means of 3.3 to 5.0 for governmental institutions.

TABLE 19

SIXTEEN HIGHEST RATED SUBJECT MATTER AREAS
BASED ON INSTITUTION IN WHICH EMPLOYED

Institutions					
Rank Order	Pub./ Priv.	Pub.	Priv.	Bus./ Prof.	Gov't.
	Subject Matter Areas				
1	20	20	05	05	20
2	23	23	23	20	22-23 25-26
3	05	36	13 14	08	
4	36	05		13-14 41-42	
5	49	49	20		
6	13 14	38	01 09		42 49
7		34			
8	09	13 14	36 49	23	34 41
9	34			01 49	
10	38	09	41 42		36-40 54
11	41	08		09	
12	08 42	41	26	26	
13		42	22	22 38	07-39 45-52
14	01	01	34 40		
15	26	26		46 52	
16	46	46	17 46		

As shown in Table 20, comparison of the sixteen highest subject matter areas as they are rated in their order of relevance, is made by the 120 respondents according to institution in which employed. It can be seen that subject matter area 05 is rated: third by public/private educational institutions; fourth by public educational institutions; first by both private educational and business/ professional institutions; and unranked by governmental institutions.

TABLE 20

COMPARISON OF THE SIXTEEN HIGHEST RATED SUBJECT MATTER AREAS BASED ON INSTITUTION IN WHICH EMPLOYED

Subject Matter Areas	Institutions				
	Pub./ Priv.	Pub.	Priv.	Bus./ Prof.	Gov't.
	Order of Ratings				
01	14	14	6	9	
05	3	4	1	1	
07					13
08	12	11		3	
09	8	10	6	11	
13	6	8	3	4	
14	6	8	3	4	
17			16		
20	1	1	5	2	1
22			13	13	2
23	2	2	2	8	2
25					2
26	15	15	12	12	2
34	9	7	14		8
36	4	3	8		10
38	10	6		13	
39					13
40			14		10
41	11	12	10	4	8
42	12	13	10	4	6
45					13
46	16	16	16	15	
49	5	5	8	9	6
52				15	13
54					10

Twenty-eight or 23 percent of the 120 respondents wrote comments or listed other relevant subject matter areas.

Examples of other relevant areas were:

1. Advanced Mathematical Techniques for Research
2. Applied Psychology
3. Business Ethics or Managerial Ethics
4. Decision Theory and Game Theory
5. Econometrics
6. Environment-Energy-Fuel
7. Field Research
8. Industrial Sociology
9. International Business
10. International Management
11. Labor Law
12. Market Research & Market Potential Estimation
13. Marketing in Nonprofit Sector-Health, Public Enterprise, etc.
14. Mathematics thru Advanced Calculus-Linear Programing
15. Personnel
16. Personnel Management
17. Philosophy
18. Psychology
19. Public Relations
20. Research Design
21. Research Method Measurement
22. Seminar in Common Sense
23. The Future of Free Enterprise
24. Western Philosophy
25. World Economy
26. Written Communication

There were several negative comments such as "impossible questionnaire," "in my view, you will learn little from this," "don't see how you could possibly design a DBA program from these items," and "it is difficult to rate these courses without information on prerequisites." A positive comment was "you have covered them all" in reference to the subject matter areas.

The best comment was "a doctoral candidate should have broad exposure to most areas of business and should

specialize in perhaps one or two areas. Since most people will do things other than what they were precisely trained for, a broad background is essential. Without breadth the candidate will be unable to grow and develop and thereby take advantage of his changing interests and opportunities. To me a DBA should designate a degree aimed at professional practice; a Ph.D. might more appropriately designate a degree aimed at theory."

Tables 21 and 22 report the twenty-eight comments or other subject matter areas according to the respondents' employing institution and age range, respectively. It can be seen that those employed in public educational institutions (46 percent) and the 55 or over age range group (39 percent) are the most responsive.

TABLE 21

COMMENTS OR OTHER SUBJECT MATTER AREAS BASED ON RESPONDENTS' INSTITUTION IN WHICH EMPLOYED

Institution	Number of Respondents	Percent of Sample
Public Educational	13	46
Private Educational	7	25
Business/Professional	8	29
Government	0	-
Total	28	100

TABLE 22

COMMENTS OR OTHER SUBJECT MATTER AREAS
BASED ON RESPONDENTS' AGE RANGE

Age Range	Number of Respondents	Percent of Sample
Under 35	2	7
35-44	5	18
45-54	10	36
55 or Over	11	39
Total	28	100

Ten functional tool areas are shown in Table 23 according to summary ratings and average ratings. Summary ratings for the ten areas range from 994 to 2868, with a summary average of 2030. The number of courses in each area range from three to eight, with a course average of five and one-half.

TABLE 23

SUMMARY RATINGS AND AVERAGE RATINGS OF FUNCTIONAL/TOOL AREAS BY SMA NUMERICAL ORDER

SMA*	Functional/ Tool Areas	Summary Ratings	Average Ratings
1-6	Accounting	2225	371
7-12	Economics	2253	376
13-19	Finance	2604	372
20-26	Management	2868	410
27-33	Marketing	2261	323
34-38	Quantitative Methods	2092	418
39-41	ADP	1265	422
42-44	Government	1070	357
45-47	Law	994	331
48-55	Miscellaneous Business	2668	334
Summary/Area Average		2030	369

*Refer to the study questionnaire in Appendix A for titles and descriptions of the subject matter areas (SMA).

Table 24 presents the ten functional/tool areas as they are rated in their order of relevance by the 120 respondents. It can be seen that the ADP area is rated the most relevant, and the Marketing area is rated the least relevant. The average mean of each area ranges from 3.2 to 4.2, with a mean average of 3.7. The average rating of each area ranges from 323 to 422, with an area average of 369.

TABLE 24

RANKING OF FUNCTIONAL/TOOL AREAS BY AVERAGE MEANS AND AVERAGE RATINGS

Rank Order	Functional/ Tool Areas	Average Means	Average Ratings
1.	ADP	4.2	422
2.	Quantitative Methods	4.2	418
3.	Management	4.1	410
4.	Economics	3.8	376
5.	Finance	3.7	372
6.	Accounting	3.7	371
7.	Government	3.6	357
8.	Miscellaneous Business	3.3	334
9.	Law	3.3	331
10.	Marketing	3.2	323
	Mean/Area Average	3.7	369

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the findings or results of the study, conclusions drawn as a result of the study, and recommendations for further research.

Summary

Analysis of the study data revealed twelve findings:

1. The average age of the respondents was approximately 46.7 years.

2. Most of the respondents (80 percent) were from public and private educational institutions.

3. Most of the respondents (73 percent) had Ph.D. degrees.

4. The average number of years since the respondents earned their highest degree was approximately 14.4 years.

5. A majority of the respondents (53 percent) felt that ninety graduate semester hours above the bachelor's degree should be required at the doctoral level.

6. Most of the respondents (75 percent) wanted no credit given for life and/or work experience at the doctoral level.

7. More than three-sevenths of the respondents (45 percent) felt that thirty graduate semester hours of residency study should be required at the doctoral level.

8. More than three-eighths of the respondents (38 percent) wanted twelve graduate semester hours credit given for the doctoral dissertation.

9. A majority of the respondents (59 percent) favored three members on the doctoral dissertation committee.

10. More than three-eighths of the respondents (38 percent) felt that a simple majority vote should be required by the doctoral dissertation committee to grant a degree.

11. Twenty-two of the fifty-five subject matter areas were considered the most relevant.

12. Business Ethics and Decision Theory were considered the most relevant of the twenty-six additional subject matter areas.

Conclusions

The schools of business administration have made great strides in accomplishing a distinction. They focus attention in the master's degree on the preparation of future business executives; in the DBA the intent is to prepare researchers and teachers in the various fields of business administration. The DBA has achieved a distinctive significance.[55] Hopefully, education will be recognized as the source of an individual's significance in society.[56]

The fundamental problem of the school of business is not whether to emphasize professional education, but how best to adapt its offerings to the changing and

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[55]Everett Walters, "Other Doctorates," Graduate Education Today (Washington, D.C.: American Council on Education, 1965), p. 70.

[56]Jeffrey Shaman, "Education As a Source of Power," School and Society, March 1971, pp. 167-68.

challenging needs of business.[57] If schools of business are to meet this challenge, a three step process is required, First, the needs of students and the business community must be recognized. Next, the business curriculum must be evaluated. Third, a process of adapting and implementing the curriculum to meet student and business needs must be instituted.[58]

Nine conclusions were drawn as a result of this study:

1. A majority of the respondents favored three years of full-time study beyond the bachelor's degree, with one year of residency study, as a requirement for the doctorate.

2. Most of the respondents favored one or two semester's credit for the doctoral dissertation.

3. On a doctoral dissertation committee, three members with a simple majority vote for granting a degree was considered more favorable than five members with a unanimous vote for granting a degree.

4. Advanced Administrative Management, Organizational Behavior and Change, and Managerial Accounting were rated the three highest subject matter areas, respectively. Health Care Financing was rated the lowest subject matter area.

5. All but one of the age range groups favored Advanced Administrative Management as the highest rated subject matter area. The 45-54 age range group favored Managerial Accounting as the highest rated subject matter area.

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[57]Thomas L. Wheelen, "Top Management's Perspective of Business Education --A Preliminary Summary Report," Academy of Management Proceedings, 1972, p. 291.

[58]Shah Mahmoud and Creighton Frampton, "An Evaluation of Management Curricula in the American Association of Collegiate Schools of Business," Academy of Management Journal 18 (June 1975):410.

6. Advanced Administrative Management was rated the highest subject matter area by the public educational and governmental institutions. Managerial Accounting was rated the highest subject matter area by the private educational and business/professional institutions.

7. Those employed in public educational institutions (46 percent) and the fifty-five or over age range group (39 percent) were the most responsive in providing comments or listings of other subject matter areas.

8. Automatic Data Processing, Quantitative Methods, and Management were rated the three highest functional/tool areas, respectively. Marketing was rated the lowest functional/tool area.

9. Twenty-four subject matter areas were considered the most relevant for a D.B.A. degree program: a. accounting (contemporary accounting theory, managerial accounting); b. economics (business conditions analysis, managerial economics); c. finance (financial administration of the firm, financial management, planning, programing and budgeting systems); d. management (advanced administrative management, manpower management, organizational behavior and change, work motivation and performance); e. marketing (managerial marketing); f. quantitative methods (advanced quantitative methods, business research methodology, statistical decision-making); g. automatic data processing (computer systems, management information systems); h. government (business and public policy); i. law (legal environment of business); j. miscellaneous business (business policy. D.B.A. seminar, oral communication for business administrators); and k. other (business ethics, decision theory).

Recommendations

In this study, further research needs are recommended. Three areas for future research are as follows: (1) it is suggested that the present study be replicated by using another population sample, such as the nonaccredited educational members of AACSB. A comparison between the results of both studies would show the similarities and differences

in the expressed needs of both samples; (2) further research should continually be made to improve the doctoral curriculum design so as to provide an educational experience which is extremely relevant to the doctoral students, to the graduate business schools, and to the business community; and (3) a follow-up study should be made ten years after the initial study to see if the findings and conclusions of the initial study had changed or remained the same.

Appendices

APPENDIX A

Study Questionnaire

Please check( ) the appropriate answer to the following questions. Your comments are important.

1. Age range:
   __under 35 years of age
   __35 to 44
   __45 to 54
   __55 years or over.

2. In which one of the following types of institutions are you employed?
   __public educational institution
   __private educational institution
   __business/professional institution
   __governmental institution.

3. What is your highest earned degree?
   __DBA
   __PhD
   __masters
   __other, specify.

4. How many years since you have earned your highest earned degree?
   __5 years or less
   __6 to 12 years
   __13 to 19 years
   __20 years or more.

5. How many graduate semester hours above the bachelor's degree do you feel should be required at the doctoral level?
   __72 hours
   __82 hours
   __90 hours
   __other, specify.

6. How many graduate semester hours credit should be given for life and/or work experience at the doctoral level?
   __none
   __15 hours
   __30 hours
   __other, specify.

7. How many graduate semester hours credit of residency study do you feel should be required at the doctoral level?
   __none
   __30 hours
   __all
   __other, specify.

8. How many graduate semester hours credit do you feel should be given for the doctoral dissertation?
   __12 hours
   __18 hours
   __24 hours
   __other, specify.

9. How many members should be on the doctoral dissertation committee?
   __3 members __5 members
   __4 members __other, specify.

10. How much voting do you feel should be required by the dissertation committee to grant a degree?
   __simple majority vote __unanimous vote
   __75% majority vote __other, specify.

11. Listed below are 55 subject matter areas which a graduate school might offer in a program of studies leading to a DBA degree. Please indicate how relevant you feel the content is to you as you function in your present position. After each subject matter area, circle one of the five numbers according to the following criteria
   5 = Extremely Relevant 2 = Little Relevance
   4 = Relevant 1 = No Relevance
   3 = Some Relevance

Accounting

01 CONTEMPORARY ACCOUNTING THEORY . . Accounting principles and concepts and recent theories concerned with the valuation and amortization of assets and determination of income. 5 4 3 2 1

02 CONTROLLERSHIP . . Study and analysis of controllership problems with successful solutions and methods. The functions and role of the controller as a member of top management. 5 4 3 2 1

03 FEDERAL INCOME TAX . . Income tax legislation and regulations in the United States. The impact of tax regulations on business planning and decision-making. 5 4 3 2 1

04 GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING . . Accounting, budgeting, fiscal processes, and financial records of governmental bodies and of private nonprofit institutions. 5 4 3 2 1

05 MANAGERIAL ACCOUNTING . . Managerial uses of accounting information for cost, planning, decision, and control process. 5 4 3 2 1

06 OPERATIONAL AUDITING . . Philosophy, principles, procedures, and literature of the internal auditing field and its role in the management of the business enterprise. 5 4 3 2 1

Economics

07 ADVANCED PUBLIC FINANCE . . Impact of governmental budgetary activity upon resource allocation, income distribution, economic stability, and growth. Performance of federal, state, and local governments. 5 4 3 2 1

08 BUSINESS CONDITIONS ANALYSIS . . Analysis of major business fluctuations and development of forecasting techniques. Problems of managing a firm in a changing environment. 5 4 3 2 1

09 MANAGERIAL ECONOMICS . . Analysis and cases; actual case studies in the real application of price and distribution theory to problems of the firm. 5 4 3 2 1

10 PRICING POLICIES . . Development of individual company pricing policies; the envrionment of pricing; effect of legislation and specific court rulings on the pricing policy. 5 4 3 2 1

11 SEMINAR IN ECONOMIC THOUGHT . . An exploration of the basic philosophic assumptions which underlie the various types of economic thought. 5 4 3 2 1

12 URBAN ECONOMICS . . Economics of housing segregation and urban renewal; transportation; congestion and pollution in the urban economy; urban poverty and unemployment. 5 4 3 2 1

Finance

13 FINANCIAL ADMINISTRATION OF THE FIRM . . Planning, fund raising, controlling of firm finances; emphasis on working capital management, capital budgeting, and cost of capital. 5 4 3 2 1

14 FINANCIAL MANAGEMENT . . Planning of short and long range financial needs, dividend policy, and analysis of internal and external sources of financing. 5 4 3 2 1

15 HEALTH CARE FINANCING . . Comprehensive evaluation of approaches to financing health care, including social insurance, Blue Cross-Blue Shield, Medicare, and Medicaid. 5 4 3 2 1

16 MONETARY POLICY . . Examination of the Federal Reserve System and the execution, identification, impact, and evaluation of monetary policy. 5 4 3 2 1

17 PLANNING, PROGRAMING, AND BUDGETING SYSTEMS . . An in-depth study into the tasks of proposal writing, finance and budget planning, and the development of a comprehensive system. 5 4 3 2 1

18 PORTFOLIO THEORY . . Examines theories in risk and return measurement, security portfolios selection, investment performance evaluation, conditions in the securities markets. 5 4 3 2 1

19 SEMINAR IN FINANCE . . Comprehensive and intensive consideration of selected problems of current and permanent import in financial administration; individual research, class reports, and group discussions. 5 4 3 2 1

Management

20 ADVANCED ADMINISTRATIVE MANAGEMENT . . Overview of organization and management concepts and theory applicable to all types of administrative units. 5 4 3 2 1

21 BANK MANAGEMENT . . Analysis of commercial bank organization and management; statements of condition and operations; bank loans and investments. 5 4 3 2 1

22 MANPOWER MANAGEMENT . . Problems of personnel relations as applied to employment, development, maintenance, and utilization of a labor force. 5 4 3 2 1

23 ORGANIZATIONAL BEHAVIOR AND CHANGE . . Behavior of individuals and groups in an organizational setting. The human problems of administration and remedial action. 5 4 3 2 1

24 PRODUCTION MANAGEMENT . . Case studies of production problems in a number of industries. Focuses on operating programs and manufacturing policies at the top level of manufacturing. 5 4 3 2 1

25 SUPERVISORY AND EXECUTIVE DEVELOPMENT . . Impact of organization on executive potentiality; forces influencing development of executive skills and abilities; role of training programs. 5 4 3 2 1

26 WORK MOTIVATION AND PERFORMANCE . . Effect of attractiveness of rewards and task on human performance. Models of motivation tested in white collar, blue collar, managerial and technical populations of organizations. 5 4 3 2 1

Marketing

27 CONSUMER BEHAVIOR . . Analysis of consumer motivation, buying behavior, market adjustment, and product innovation. Behavioral aspects of the marketing process from producer to user. 5 4 3 2 1

28 INTERNATIONAL MARKETING . . Global market environment concepts, and analytical processes; emphasis on comparative study of marketing systems in various countries. 5 4 3 2 1

29 MANAGERIAL MARKETING . . Marketing management decisions based on consumer orientation; innovation and adaption to change; marketing goals; cultural implications; and theory in marketing. 5 4 3 2 1

30 MARKETING COMMUNICATIONS . . Theories and practices of advertising, sales promotion, and public relations as they relate to the overall marketing program. 5 4 3 2 1

31 RETAIL MANAGEMENT . . Exposure to, and practice in, decision-making and problem solving for retail management. Case problems, readings, and some student projects. 5 4 3 2 1

32 SALES MANAGEMENT . . Structure and operation of the sales organization; sales planning, budgets, quotas, distribution costs, territorial factors, salesmen compensation plans. 5 4 3 2 1

33 SEMINAR IN MARKETING . . Extensive reading of marketing literature dealing with institutions, functions, and current marketing thought and practices, and the environment in which they operate. 5 4 3 2 1

Quantitative Methods

34 ADVANCED QUANTITATIVE METHODS . . Sampling techniques in experiments and operations research topics. The role of quantitative method in management problem solving. 5 4 3 2 1

35 BUSINESS LOGISTICS . . Design and application of methods for the solution of advanced physical movement problems of business firms. Problems solved by the analytical techniques. 5 4 3 2 1

36 BUSINESS RESEARCH METHODOLOGY . . Covers the nature, scope, and application of research methodology. The identi-

fication and formulation of research designs applicable to business. 5 4 3 2 1

37 MANAGEMENT SCIENCE . . A detailed treatment of techniques of operations research in management problems; emphasis upon model design for optimization, stochastic process, and predictive analysis problems. 5 4 3 2 1

38 STATISTICAL DECISION-MAKING . . Sampling and statistical control procedures in managerial decision-making under risk and uncertainty. Fundamental probability distributions. 5 4 3 2 1

Automatic Data Processing

39 BUSINESS DECISION SIMULATION . . Managerial decision-making in a diversified firm in a simulated competitive environment in which a complex situation is played out using computers. 5 4 3 2 1

40 COMPUTER SYSTEMS . . Electronic data processing systems for administrative applications. Computer hardware, software, and Fortran and Cobol programing languages. 5 4 3 2 1

41 MANAGEMENT INFORMATION SYSTEMS . . Study of information systems: their design, implementation, and contribution to management planning, control, and decision-making. 5 4 3 2 1

Government

42 BUSINESS AND PUBLIC POLICY . . Problem of government regulation of business. Economic models which relate to regulation. Regulatory legislation, regulatory bodies, and alternatives available. 5 4 3 2 1

43 MANAGEMENT OF GOVERNMENT-INDUSTRIAL RELATIONS . . Study of the complex relationship between units of government and industry. Emphasis will be placed on the Federal sector. 5 4 3 2 1

44 WAGE THEORY . . Theories of wage determination; labor market research; the effects of collective bargaining upon the national wage structure; nature and effects of government wage policies.

Law

45 ADMINISTRATIVE LAW . . The legal aspects of the powers and procedures of the administrative agencies of federal,

state, and municipal government, and of the judicial review of administrative action. 5 4 3 2 1

46 LEGAL ENVIRONMENT OF BUSINESS . . The meaning, nature, and sources of the law, the factors which shape it, and substantive fields of law which affect the business organizations. 5 4 3 2 1

47 PUBLIC UTILITY THEORY AND ANALYSIS . . The legal, economic, and historical developments of public utilities are explored and analyzed. Public versus private ownership are investigated. 5 4 3 2 1

Miscellaneous Business

48 BUSINESS HISTORY . . This course deals with the historical development of business and the businessman. Emphasis is upon the evolution of American business enterprise since 1800. 5 4 3 2 1

49 BUSINESS POLICY . . Study of top management activities utilizing the comprehensive case problem approach. Emphasis is on the integration of management functions. 5 4 3 2 1

50 D.B.A. SEMINAR . . A seminar for all DBA students which cuts across all areas of functional specialization in business administration. 5 4 3 2 1

51 INSURANCE ADMINISTRATION . . Insurance principles and practices and their practical application to the problems of the individual firm. 5 4 3 2 1

52 ORAL COMMUNICATION FOR BUSINESS ADMINISTRATORS . . Emphasis is on individual and group performance; briefing procedures for meetings; parliamentary effectiveness; and semantic concepts for clarity. 5 4 3 2 1

53 REAL ESTATE . . Gives an insight into the real estate investment decision-making process and the real estate market within it. 5 4 3 2 1

54 SOCIAL PHILOSOPHY OF BUSINESS . . Ethical and social obligations which the businessmen are expected to assume; critical considerations of presuppositions, opinions, and practices in business. 5 4 3 2 1

55 TRANSPORTATION POLICY . . Analysis of major policy issues in transportation. Evaluation of policy proposals on economic efficiency, transport suppliers, and users. 5 4 3 2 1

Please list and briefly describe other subject matter areas which have not been included previously, but which you feel would be extremely relevant (5 rating), to you as you function in your present position.

56_____

_____

_____

57_____

_____

_____

_____
Signature

September 3, 1977

To AACSB Representative:

At the California National Open University, I am conducting a study to determine the educational experiences a graduate student should have in order to obtain a Doctor of Business Administration (DBA) degree. Since your institution is a member of the American Assembly of Collegiate Schools of Business (AACSB), you and only you can provide me with important information. May I request that you take time from your busy schedule to respond to the enclosed questionnaire.

I would like to use your experience in the business society to help identify which subject matter areas are relevant for an individual preparing for a position similar to yours. The information you supply shall be kept confidential. Only aggregate totals shall be used. Most of the items can be quickly answered by a check mark or a circle around a number.

Please answer the questionnaire to the best of your ability. A stamped, self-addressed envelope is enclosed for your convenience. Your prompt reply is appreciated. Thank you for your help.

Sincerely yours,

Ivan Trotsky
Ph.D. Candidate
California National
Open University
Phone (301) 270-6205

Dr. Andrew G. Nelson, Jr.
Chairman, Dept. of Business
Mgmt.
University of the District
of Columbia, Van Ness Campus
Advisor, Dissertation Committee
Phone (301) 552-3114

October 1, 1977

To AACSB Representative:

Recently, I sent you a questionnaire to request your assistance in determining the educational experience a graduate student should have in studying toward a Doctor of Business Administration (DBA) degree.

Your help is urgently needed. Will you please respond? In order to complete the doctoral research study, it is essential to get as near a 100% response as possible.

I have enclosed for your convenience another questionnaire and self-addressed, stamped envelope in the event the originals were misplaced. If on the other hand, your response has already been mailed, please accept my deepest thanks.

Sincerely yours,

Ivan Trotsky
Ph.D. Candidate
California National Open University
Phone (301) 270-6205

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APPENDIX B

LIST OF 20 REGIONALLY
ACCREDITED D.B.A. SCHOOLS

1. Arizona State University, College of Business Administration
   Tempe, Arizona 85281

2. *Florida State University, College of Business
   Tallahassee, Florida 32306

3. **George Washington University, School of Government and Business Administration
   Washington, D. C. 20052

4. Georgia State University, School of Business Administration
   Atlanta, Georgia 30303

5. ***Golden Gate University, Graduate College
   San Francisco, California 94105

6. *Harvard University, Graduate School of Business Administration
   Boston, Massachusetts 02163

7. *Indiana University, Graduate School of Business
   Bloomington, Indiana 47401

8. *Kent State University, Graduate School of Business Administration
   Kent, Ohio 44242

9. Louisiana State University, College of Business Administration
   Baton Rouge, Louisiana 70803

10. **Louisiana Tech University, College of Administration and Business
    Ruston, Louisiana 71270

11. *Michigan State University, Graduate School of Business Administration
    East Lansing, Michigan 48824

12. Mississippi State University, College of Business and Industry
Mississippi State, Mississippi 39762

13. **Texas Tech University, College of Business Administration
Lubbock, Texas 79409

14. University of Colorado, Graduate School of Business Administration
Boulder, Colorado 80309

15. University of Kentucky, College of Business and Economics
Lexington, Kentucky 40506

16. University of Maryland, College of Business and Management
College Park, Maryland 20742

17. *University of Southern California, Graduate School of Business Administration
Los Angeles, California 90007

18. *University of Tennessee, College of Business Administration
Knoxville, Tennessee 37916

19. *University of Virginia, The Colgate Darden Graduate School of Business Administration
Charlottesville, Virginia 22906

20. *Washington University, Graduate School of Business Administration
St. Louis, Missouri 63130

* Nine DBA schools are members of the Admission Council for Graduate Study in Management. One member (Harvard University) has only its graduate program accredited.

** Three DBA schools have only their undergraduate programs accredited by the AACSB.

*** Golden Gate University is a nonaccredited AACSB member.

APPENDIX C

LIST OF 197 AACSB
ACCREDITATION COUNCIL MEMBERS

1. University of Akron
2. University of Alabama
3. University of Alabama, Birmingham
4. University of Alberta
5. Appalachian State University
6. University of Arizona
7. Arizona State University
8. University of Arkansas, Fayetteville
9. University of Arkansas, Little Rock
10. Atlanta University*
11. Auburn University
12. Bernard M. Baruch College
13. Baylor University*
14. Boston College*
15. Boston University*
16. Bowling Green State University
17. University of Bridgeport*
18. Brigham Young University*
19. University of California, Berkeley
20. University of California, Los Angeles
21. California State College, Bakersfield
22. California State University, Chico
23. California State University, Fresno
24. California State University, Fullerton
25. California State University, Hayward
26. California State University, Long Beach
27. California State University, Los Angeles
28. California State University, Northridge
29. California State University, Sacramento
30. Canisius College*
31. Carnegie-Mellon University*
32. Case Western Reserve University*
33. University of Chicago*
34. University of Cincinnati
35. Clarkson College*
36. Clemson University
37. Cleveland State University
38. University of Colorado
39. Colorado State University
40. Columbia University*
41. University of Connecticut
42. Cornell University*
43. Creighton University*

44. Dartmouth College*
45. University of Delaware
46. University of Denver*
47. DePaul University*
48. University of Detroit*
49. Drake University*
50. Drexel University*
51. Duquesne University*
52. East Carolina University
53. East Texas State University
54. Eastern Michigan University
55. Eastern Washington University
56. Emory University*
57. University of Florida
58. Florida Atlantic University
59. Florida State University
60. Florida Technological University
61. Fordham University*
62. Fort Lewis College
63. George Washington University*
64. University of Georgia
65. Georgia Institute of Technology
66. Georgia Southern College
67. Georgia State University
68. Harvard University*
69. University of Hawaii
70. Hofstra University*
71. University of Houston
72. Howard University
73. Idaho State University
74. University of Illinois, Chicago Circle
75. University of Illinois, Urbana-Champaign
76. Indiana University
77. University of Iowa
78. John Carroll University*
79. University of Kansas
80. Kansas State University
81. Kent State University
82. University of Kentucky
83. Lehigh University*
84. Louisiana State University
85. Louisiana Tech University
86. Loyola University, Chicago*
87. Loyola University, New Orleans*
88. University of Maine
89. Marquette University*
90. University of Maryland
91. University of Massachusetts
92. Massachusetts Institute of Technology*
93. Memphis State University

94. University of Miami, Coral Gables*
95. Miami University, Oxford
96. University of Michigan
97. Michigan State University
98. Middle Tennessee State University
99. University of Minnesota
100. University of Mississippi
101. Mississippi State University
102. University of Missouri, Columbia
103. University of Missouri, Kansas City
104. University of Missouri, St. Louis
105. University of Montana
106. Murray State University
107. University of Nebraska, Lincoln
108. University of Nebraska, Omaha
109. University of Nevada, Reno
110. University of New Mexico
111. New Mexico State University
112. University of New Orleans
113. New York University*
114. University of North Carolina, Chapel Hill
115. University of North Florida
116. North Texas State University
117. Northeast Louisiana University
118. Northeastern University*
119. Northern Arizona University
120. Northern Illinois University
121. Northwestern University*
122. University of Notre Dame*
123. Ohio State University
124. Ohio University
125. University of Oklahoma
126. Oklahoma State University
127. Old Dominion University
128. University of Oregon
129. Oregon State University
130. Pacific Lutheran University*
131. University of Pennsylvania*
132. Pennsylvania State University
133. University of Pittsburgh
134. University of Portland*
135. Portland State University
136. Purdue University
137. Rensselaer Polytechnic Institute*
138. University of Rhode Island
139. University of Richmond*
140. University of Rochester*
141. Roosevelt University*
142. Rutgers University

143. St. John's University*
144. St. Cloud State University
145. St. Louis University*
146. San Diego State University
147. University of San Francisco*
148. San Francisco State University
149. San Jose State University
150. University of Santa Clara*
151. Seattle University*
152. University of South Alabama
153. University of South Carolina
154. University of South Dakota
155. University of South Florida
156. University of Southern California*
157. Southern Illinois University, Carbondale
158. Southern Illinois University, Edwardsville
159. Southern Methodist University*
160. University of Southern Mississippi
161. Stanford University*
162. State University of New York, Albany
163. State University of New York, Buffalo
164. Stephen F. Austin State University
165. Syracuse University*
166. Temple University
167. University of Tennessee, Knoxville
168. University of Texas, Arlington
169. University of Texas, Austin
170. Texas A & M University
171. Texas Christian University*
172. Texas Southern University
173. Texas Tech University
174. University of Toledo
175. Tulane University*
176. University of Tulsa*
177. University of Utah
178. Utah State University
179. Villanova University*
180. University of Virginia
181. Virginia Commonwealth University
182. Virginia Polytechnic Institute and State University
183. University of Washington
184. Washington and Lee University*
185. Washington State University
186. Washington University*
187. Wayne State University
188. West Virginia University
189. Western Michigan University
190. Wichita State University
191. College of William and Mary
192. University of Wisconsin, Madison

193. University of Wisconsin, Milwaukee
194. University of Wisconsin, Oshkosh
195. University of Wisconsin, Whitewater
196. Wright State University
197. University of Wyoming

* Private Educational Institutions

APPENDIX D

LIST OF 69 AACSB BUSINESS
AND PROFESSIONAL MEMBERS

1. Academy of International Business
2. Academy of Management
3. Alexander Grant and Company
4. Alpha Kappa Psi
5. Aluminum Company of America
6. American Accounting Association
7. American Business Communication Association
8. American Business Law Association
9. American Collegiate Retailing Association
10. American General Insurance Company
11. American Institute of Certified Public Accountants
12. American Institute for Decision Sciences
13. American Management Associations
14. American Real Estate and Urban Economics Association
15. Armstrong Cork Company
16. Arthur Andersen & Company
17. Association of MBA Executives, Inc.
18. Association for University Business & Economics Research
19. Atlantic Richfield Company
20. Bank Administration Institute
21. Beta Alpha Psi, National Council of
22. Bristol-Myers Company
23. Chrysler Corporation
24. Citibank, N.A.
25. The Conference Board
26. The Continental Group, Inc.
27. Continental Illinois National Bank
28. Coopers & Lybrand
29. Delta Sigmi Pi
30. Dow Jones & Company, Inc.
31. Eastman Kodak Company
32. Educational Testing Service
33. Elmer, Fox, Westheimer & Company
34. Ernst & Ernst
35. Exxon Corporation
36. Financial Management Association
37. Ford Motor Company
38. General Electric Company
39. General Motors Corporation
40. General Telephone & Electronics Corporation
41. Graduate Management Admission Council
42. Haskins & Sells

43. The Institute of Management Sciences
44. International Business Machines Corporation
45. International Paper Company
46. Richard D. Irwin, Inc.
47. John Hancock Mutual Life Insurance Company
48. Marcor Inc.
49. Mobil Oil Corporation
50. National Association of Accountants
51. National Association of Manufacturers
52. National Association of Mutual Savings Banks
53. Peat, Marwick, Mitchell & Company
54. J. C. Penney Company, Inc.
55. Penton Learning Systems, Inc.
56. Phi Chi Theta
57. Pi Sigma Epsilon
58. Price Waterhouse & Company
59. Procter & Gamble Company
60. Public Relations Society of America, Inc.
61. W. B. Saunders Company
62. Savings Banks Association of New York State
63. Sears-Roebuck Foundation
64. South-Western Publishing Company
65. Standard Oil Company (Ohio)
66. Touche, Ross & Company
67. Western Electric Company, Inc.
68. Wiley/Hamilton Publishing Group
69. Arthur Young & Company

APPENDIX E

LIST OF 3 AACSB GOVERNMENT MEMBERS

1. Internal Revenue Service
2. U. S. General Accounting Office
3. U. S. Industrial College of the Armed Forces

APPENDIX F

LIST OF 48 MEMBER SCHOOLS OF THE GRADUATE MANAGEMENT ADMISSION COUNCIL

1. Boston University
2. Bowling Green State University
3. Carnegie-Mellon University
4. Columbia University
5. Cornell University
6. Dartmouth College
7. Emory University
8. Florida State University
9. Georgia Institute of Technology
10. Harvard University
11. Indiana University at Bloomington
12. Kent State University
13. Massachusetts Institute of Technology
14. Michigan State University
15. New York University
16. Northeastern University
17. Northwestern University
18. Pennsylvania State University
19. Rutgers University
20. Seton Hall University
21. Stanford University
22. State University of New York at Buffalo
23. Syracuse University
24. Texas Christian University
25. Tulane University
26. University of Arizona
27. University of California at Berkeley
28. University of California at Los Angeles
29. University of Chicago
30. University of Denver
31. University of Georgia
32. University of Hawaii
33. University of Michigan
34. University of North Carolina at Chapel Hill
35. University of Notre Dame
36. University of Pennsylvania
37. University of Pittsburgh
38. University of Rhode Island
39. University of Rochester
40. University of South Carolina
41. University of Southern California
42. University of Tennessee at Knoxville
43. University of Tulsa

44. University of Virginia
45. University of Washington
46. University of Wisconsin at Milwaukee
47. Washington State University
48. Washington University at St. Louis

APPENDIX G

LIST OF 120 RESPONDENTS

72 Public Educational Institutions

1. University of Alberta
2. Appalachian State University
3. University of Arizona
4. University of Arkansas, Little Rock
5. Auburn University
6. Bowling Green State University
7. California State College, Bakersfield
8. California State University, Fresno
9. California State University, Fullerton
10. California State University, Hayward
11. California State University, Los Angeles
12. California State University, Sacramento
13. University of Cincinnati
14. Clemson University
15. University of Delaware
16. East Texas State University
17. Eastern Michigan University
18. Eastern Washington University
19. Florida State University
20. Florida Technological University
21. Fort Lewis College
22. University of Georgia
23. Georgia Southern College
24. Georgia State University
25. University of Hawaii
26. University of Illinois, Chicago Circle
27. Kansas State University
28. Kent State University
29. University of Maryland
30. University of Massachusetts
31. Memphis State University
32. University of Michigan
33. Michigan State University
34. Middle Tennessee State University
35. University of Minnesota
36. University of Mississippi
37. Mississippi State University
38. University of Missouri, Columbia
39. University of Missouri, Kansas City
40. Murray State University
41. University of Nebraska, Lincoln

42. University of North Florida
43. North Texas State University
44. Northeast Louisiana University
45. Northern Illinois University
46. University of Oklahoma
47. Oklahoma State University
48. Pennsylvania State University
49. University of Pittsburgh
50. Portland State University
51. Rutgers University
52. St. Cloud State University
53. San Francisco State University
54. San Jose State University
55. University of South Alabama
56. University of South Carolina
57. University of South Dakota
58. Southern Illinois University, Carbondale
59. Southern Illinois University, Edwardsville
60. State University of New York, Buffalo
61. Stephen F. Austin State University
62. University of Tennessee, Knoxville
63. Texas A & M University
64. Texas Southern University
65. Texas Tech University
66. University of Toledo
67. Utah State University
68. University of Virginia
69. Virginia Commonwealth University
70. College of William and Mary
71. University of Wisconsin, Milwaukee
72. University of Wisconsin, Whitewater

24 Private Educational Institutions

73. Atlanta University
74. Baylor University
75. Boston College
76. University of Bridgeport
77. Brigham Young University
78. Canisius College
79. University of Denver
80. University of Detroit
81. Emory University
82. Fordham University
83. George Washington University
84. Hofstra University
85. Loyola University, New Orleans
86. Massachusetts Institute of Technology

87. New York University
88. Northeastern University
89. University of Notre Dame
90. Pacific Lutheran University
91. University of Pennsylvania
92. University of Portland
93. Rensselaer Polytechnic Institute
94. University of San Francisco
95. Texas Christian University
96. University of Tulsa

21 Business/Professional Institutions

97. Academy of International Business
98. American Business Communication Association
99. American General Insurance Company
100. American Management Associations
101. The Conference Board
102. The Continental Group, Inc.
103. Coopers & Lybrand
104. Dow Jones & Company, Inc.
105. Educational Testing Service
106. Elmer Fox, Westheimer & Company
107. Financial Management Association
108. The Institute of Management Sciences
109. Haskins & Sells
110. International Business Machines Corporation
111. International Paper Company
112. Richard D. Irwin, Inc.
113. National Association of Manufacturers
114. National Association of Mutual Savings Banks
115. Public Relations Society of America, Inc.
116. Savings Banks Association of New York State
117. Western Electric Company, Inc.

3 Governmental Institutions

118. Internal Revenue Service
119. U. S. General Accounting Office
120. U. S. Industrial College of the Armed Forces

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